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ABSTRACT

The first part of the paper presents theoretical arguments in favor of more student-centered approaches to the evaluation of progress in foreign language learning. It is argued that subective self-assessment procedures are not necessarily less reliable than objective tests and that the language student cannot assume full responsibility for the learning situation until self-assessment of progress in relation to personal goals has been taught. Problems in language testing are discussed. The second part reports on experiments which aimed at finding out to what degree adult learners are capable of making accurate judgments of their own proficiency in a foreign language. In most of the experiments, subjects were asked to assess their proficiency levels in relation to concrete performance objectives. Finally, the paper describes a formalized and objective method of measuring the four language skills. This is contrasted with evaluation techniques which make use of impressionistic self-assessment tools. It is argued that the learner should be given more responsibility for the evaluation of his/her own learning and that use of self-assessment techniques should be expanded. (Author)

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# SUBJECTIVE AND OBJECTIVE ASSESSMENT OF FOREIGN LANGUAGE PERFORMANCE

## DISCUSSION AND SOME EXPERIMENTAL FINDINGS

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# SUBJECTIVE AND OBJECTIVE ASSESSMENT OF FOREIGN LANGUAGE PERFORMANCE: Discussion and Some Experimental Findings

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(Paper read at the Regional Seminar on Evaluation and Measurement of Language Competence and Performance, Singapore 21 - 25 April, 1980)

## Abstract

The aim of this paper is threefold, viz. to discuss the role of the learner in the assessment of foreign language skills, to compare two fundamentally different ways of measuring language skills, and, finally, to present empirical data obtained in experiments with students who were asked to assess their own performance levels in foreign languages.

The first part of the paper presents theoretical arguments in favour of more student-centred approaches to the evaluation of progress in foreign language learning. It is argued that subjective self-assessment procedures are not necessarily much less reliable than so-called objective tests and that the language student cannot assume full responsibility for his learning situation until he has been taught to assess his own progress in relation to his personal goals. Problems in language testing today are discussed.

The second part of the paper reports on some experiments which aimed at finding out to what degree adult learners are capable of making accurate judgments of their own proficiency in a foreign language. In most of the experi-

ments the subjects were asked to assess their proficiency levels in relation to concrete performance objectives.

The final part of the paper describes a strictly formalized and objective method of measuring the four language skills. It is contrasted with evaluation techniques which make use of impressionistic self-assessment tools.

In conclusion, it is argued that the learner ought to be given more responsibility for the evaluation of his own learning and that self-assessment techniques ought to be used to a greater extent than is now the case.

## 1 AIMS

Problems relating to the role of the learner in the education process have received increasing attention in the last few years. Current topics like self-directed learning, group-centered activities, learner autonomy, needs-oriented learning, individualized instruction, self-evaluation, etc. all reflect the same common concern for the learner and his needs and goals in a wider educational framework.

This paper presents some arguments in favour of more student-centred approaches to the evaluation of progress in foreign language learning. The aim of the paper is to discuss problems in language testing today and to relate these to two fundamentally different approaches to the assessment of language skills. The aim is also to present empirical data obtained in experiments with adult students who were asked to estimate their own performance levels in foreign languages.

Before going into the details of the experiments I would like to say a few words about language testing in general, mainly in order to put the experimental activities in the right perspective.

## 2 SOME REMARKS ON LANGUAGE TESTING TODAY

The assessment of language learning results, especially in a formal testing situation, has become more difficult than it used to be. There are several reasons for this. The most important one is the shift of emphasis from reading and writing skills, or from formal correctness in the use of the language, to aural/oral skills and to what has become loosely termed "communicative competence". In the traditional school setting, for instance, it was considered very important to be able to write grammatically correct sentences, to be able to translate prose texts into the foreign language, to be able to produce a neatly organised essay on a specified topic, etc. These are manifestations of language use which are comparatively simple to assess, e.g. by means of ordinary paper-and-pencil tests or conventional written exams. The teacher or tester can administer the test to many people at once, he can fairly easily decide on certain norms for marking, he can do the evaluation (the marking) all by himself, without using a complicated technical apparatus, and he can do it at a time which suits him.

Measuring <u>oral</u> proficiency ("communicative competence"), i.e. the skill which most learners today regard as their first priority, is a much more problematic undertaking, especially if it is to be done in a formal and standardized fashion. It normally requires individual treatment of the learners (although speaking tests are sometimes

administered as group tests in language laboratories) and it normally requires a fairly elaborate testing arrangement, typically with a trained tester conducting a structured interview. This means that one has to solve a number of practical problems (concerning timing etc) and also that one needs to have more time at one's disposal. Then there are also some very difficult criterion problems to tackle: In which cases did communication actually take place? What exactly should one count as a correct spoken response? To what extent should one take into account non-linguistic features, i.e. gestures, facial expressions, and other non-verbal signals?

Other questions one has to find answers to when assessing oral proficiency are: How does one measure linguistic aspects such as fluency, intonation, appropriateness of response etc (which, needless to say, are very important from the communication point of view)? Furthermore, how should these components of the spoken language we weighted against more easily evaluated variables such as syntactic accuracy, vocabulary command, pronunciation correctness etc.? These are all questions of validity. Unless the test constructor can satisfy himself that he has found the right (or at least reasonable) answers he cannot make the pretense that he has developed a valid test.

Further there is the problem of how to make sure that different testers (e.g. interviewers) apply the same standards when scoring. There must be some guarantee that a given candidate is judged in roughly the same way whoever conducts the test. This relates to the reliability problem, which can only be solved through extensive experimentation and careful statistical analyses.

Another reason why language testing has become more difficult over the years is the fact that one now has a much greater variety of individual needs and goals to take into

consideration. Even within one and the same group the learners may have very different backgrounds, needs, and aspirations which means that evaluation methods need to be more varied and more flexible. Today there is also a much greater call for a clear correspondence between established objectives and the assessment of the learning that has taken place. Students are now less willing to accept language tests that are not strictly in line with what they have been supposed to learn. The tests therefore need to measure progress that the individual himself feels is important, not only progress that the teacher or tester finds easy to measure.

Not only do students nowadays demand tests which are more clearly related to actual course objectives, they also want to take on more responsibility *themselves* for the evaluation of their own progress. There is a growing feeling, also among educators, that the learners ought to be given more influence in evaluation matters than is generally the case. This attitude is of course in line with the general trend towards self-management and autonomy in adult education (see for instance Holec, 1980, and Henner Stanchina, 1975). The argument is that the learner cannot become truly autonomous until he has been given the chance to assess the results of his own work and to relate these to identified educational objectives. As long as we have not provided the learner with proper tools and methods for self-observation and self-evaluation, our attempts to "put the learner in the centre", to quote a phrase much in vogue today, will continue to meet with limited success.

To sum up: The importance of aural/oral skills and "communicative competence" is emphasized in language learning today. In practice this means that it has become more difficult for the language teacher and tester to assess

the results of learning (mainly because oral tests are more time-consuming to administer and more difficult to evaluate than conventional tests measuring other skills). Furthermore, the variety of learning objectives, between individuals as well as between groups, is now much greater than it used to be and this has further accentuated the need for more varied and more flexible evaluation procedures. The traditional types of language tests cannot adequately meet all the many-faceted requirements we now have to face.

Finally, and the most important point, many educators feel that we need to develop assessment procedures that can help the student take on more responsibility for monitoring his own learning. Apart from the "liberating" effect such methods can have on the learner, they may also prove to be very valuable complements to conventional language testing techniques, which, in all probability, will continue to play an important role in most language learning contexts.

It may perhaps be added at this point that the principle of self-assessment is particularly relevant in more informal language study situations and in situations where the students have reached a certain level of maturity.

After these introductory remarks on language testing, which provide arguments for more variety of the methods used, I would like to describe an attempt at trying to find out something about the general validity and usefulness of self-assessment principles.

## 3 EXPERIMENTS

### 3.1 Aims of the Experiments

The general aim of the experiments that I am going to describe was to find out the degree of accuracy in adult learners' estimates of their own proficiency in a foreign language. The subjects were all asked to assess their ability in relation to concrete performance objectives of a global nature. It should be pointed out that the techniques and materials used (i.e. the generalised rating scales) served an experimental purpose and do not illustrate typical or "optimal" self-assessment procedures.

Another aim of the experiments was to compare the degree of variation in judgments between teachers and the degree of variation in judgments between groups of learners.

### 3.2 Procedures and Results

The first experiment to be described involved 47 learners studying either English, German or French as a foreign language. All subjects took part in adult education programmes leading up to formal qualification in the language, i.e. to graded credits ("course marks"). Five different groups and four different teachers participated. The broad aim of the experiment was to compare the learners' estimates of their own proficiency levels in the foreign language with the teachers' "external" judgments of the same learners.

The subjects were requested to make assessments of their own ability in each of the four traditional language skills (listening, speaking, reading and writing) by means of the rating scales shown in the Appendix.

The four teachers used the same rating scales for their assessment of the subjects (their own students). The only difference between the self-evaluation scales and the external evaluation scales (i.e. the teachers' scales) was that the latter were formulated in the third person ("He/she can ..." etc.).

The ratingswere done independently of each other. The students and the teachers had no knowledge of each other's estimates. Neither the students nor the teachers had seen the scales before the experiment.

The results are summarized in the following matrix (Table 1):

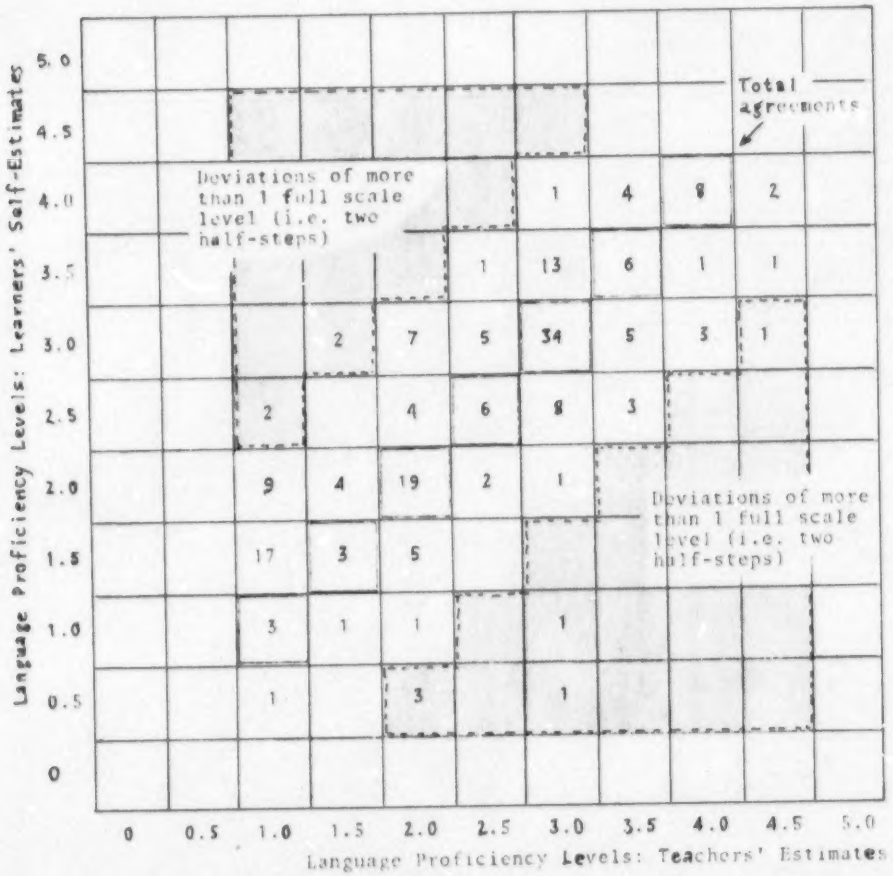


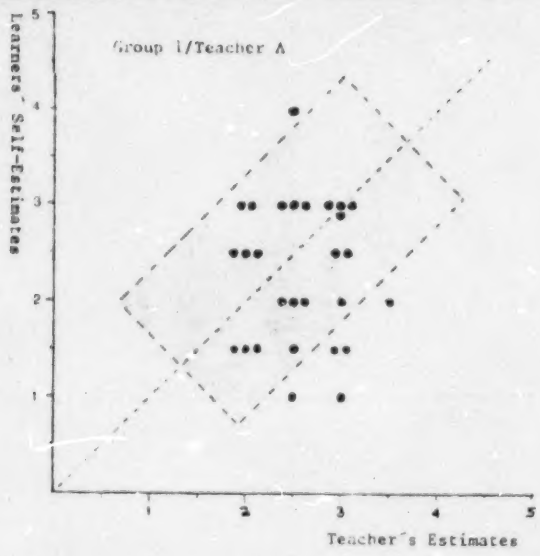

Table 1 The Relationship between Self-Estimates and Teachers' Estimates of Learners' Foreign Language Proficiency: An Experiment with Swedish Students of English, French and German

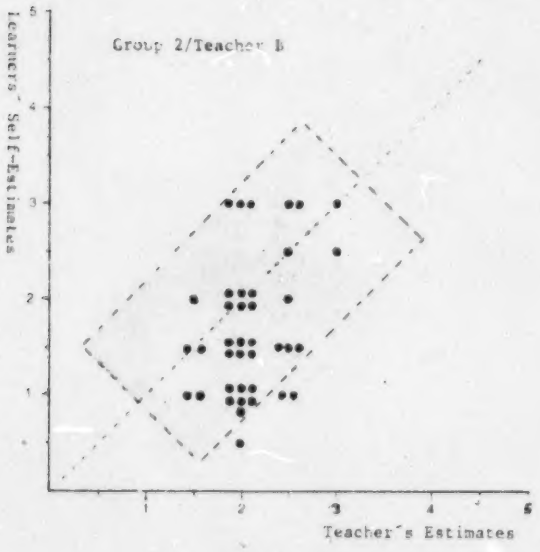
As the matrix shows there was on the whole very good correspondence between self-estimates and external estimates. Out of the 188 pairs of estimates there were as many as 79 complete agreements (i.e. coinciding learner/teacher estimates). Surprisingly few pairs of judgment deviated from each other by more than 1 full scale level (i.e. by more than two steps in the matrix above). It may be noted, by the way, that both learners and teachers tended to mark the defined levels more often than the undefined half-levels in between.

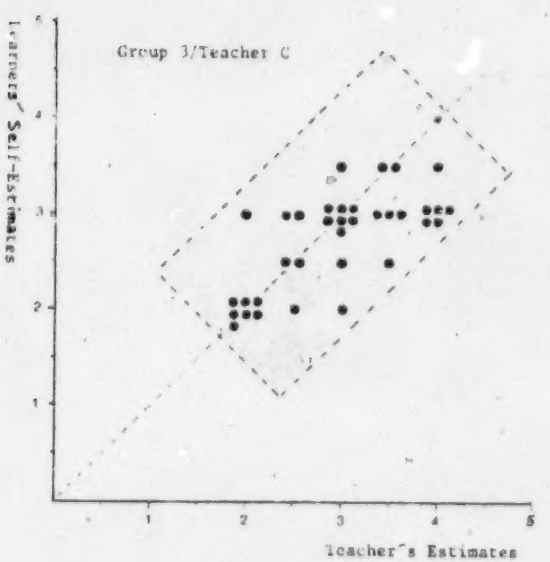
The correlation between learner and teacher estimates was .77.

For comparison's sake a parallell experiment was carried out with adult students in another country (The Federal Republic of Germany). Three groups of learners studying English were asked to assess their own language ability with the help of German versions of the descriptive rating scales that were used in the experiments described above (see Appendix). As in the Swedish experiment, the control measure was the teachers' estimates, based on the same rating scales. Learner and teacher estimates were made independently of each other. Neither the subjects nor the teachers had seen the scales before the experiment and they were not informed about each other's estimates.

The results are illustrated in Diagrams 1 - 3. The shaded areas cover pairs of estimates (learner/teacher) that do not deviate from each other by more than 1 full scale level.




Diagrams 1-3 The Relationship between Self-Estimates and Teachers' Estimates of Learners' Foreign Language Proficiency: An Experiment with German Students Learning English

As is illustrated by the diagrams there was a good deal of variation between self-ratings and teacher ratings, expecially in Group 1 where only 4 out of 28 (i.e. 1 out of 7) pairs of estimates coincided ($r = 0.03$). However, the degree of variation differs considerably between groups as we can see if we compare the three diagrams. Teacher B was in complete agreement with his students in 10 cases out of 39 (i.e. in 1 case out of 4; $r = 0.37$) and Teacher C in as many as 19 cases out of 36 (i.e. in 1 case out of 2; $r = 0.72$). This seems to illustrate the fact that not only self-ratings but also teacher ratings are less than completely reliable. The three teachers had known their students about an equal length of time.

In all, there were 33 complete agreements out of a total of 103 pairs of estimates. In as few as 9 out of 103 pairs of estimates, i.e. in less than 10% of the cases, did the discrepancy between learner and teacher judgments exceed 1 full scale level. Estimates differing by more than 1 full scale level within the pair fall outside the shaded areas in the diagrams.

It is interesting to note that the learners tended to spread their estimates more than the teachers did. In Group 2 the teacher's estimates ranged from Level 1.5 to Level 3 (i.e. 1.5 levels), whereas the self-estimates ranged from Level 0.5 to Level 3 (i.e. 2.5 levels). In group 1, showing the lowest correlation between the two types of measures, teacher estimates ranged over 1.5 scale levels as against 3.0 levels for learner estimates.

Another observation one can make here is that the students' self-assessed scores tended to be slightly lower than the teachers' estimates. There are more crosses below than above the dotted lines. Whether or not we should regard this as evidence of under-estimation on the part

of the learners depends of course upon whether we take the teachers' ratings to be true criteria of the learners' proficiency. Part of the discrepancy can probably be attributed to errors in teacher judgments.

I will now leave the self-assessment technique for the moment and turn to the other extreme, viz. the objective and strictly formalised approach.

## 4 OBJECTIVE ASSESSMENT OF LANGUAGE SKILLS

The rating scales referred to above are also used for evaluation purposes in an objective language test which I would like to contrast with the self-assessment approach. The test includes listening, speaking, reading and writing subtests. As an introduction to the test battery there is a placement test containing vocabulary items and so-called rejoinders, i.e. short reading items testing various aspects of language proficiency (grammar, word knowledge, idioms etc.). The result on this test determines which one of two levels of the main test (Basic or Advanced) should be taken. Each of the two main test versions is made up of four sub-tests measuring the four language skills. The testing time is 20 minutes for the placement test and about 3 hours for the main test. By means of a specially designed evaluation procedure, it has been made possible to translate test scores into levels in the language proficiency rating scale described above.

The speaking part of the test is administered by means of a four-track cassette recorder. The testee uses a head-set consisting of ear-phones and a microphone. The tape contains instructions and stimuli, which have been recorded on one track; on the other track the

testee's responses are recorded. This means that a trained examiner is not needed for the administration of the test. It is normally administered by an examiner who has been given a general test administration course.

The test consists of different parts of increasing difficulty. Various kinds of tasks are represented: reading of a piece of text (for check of pronunciation), description of pictures, retelling a story, interpretation into the foreign language, etc. There is an accompanying booklet which contains pictures and other prompts. The tape is completely self-contained, which means that the sole function of the person who administers the test is to start the tape recorder and to supervise the whole thing. After the administration of the test the cassettes are sent to a language centre, where they are scored according to strict and detailed evaluation principles.

In this case, then, both the testing and the scoring procedures have been standardised to a large extent, the statistical qualities have proved to be very good indeed, both as regards reliability and validity, and there is very little scope for subjectivity or doubts in the assessment process. However, the element of subjectivity is still there, e.g. in the sampling of tasks. It is only the scoring procedure, as has been pointed out by several experts, that is objective. In the self-assessment approach the scoring is subjective but, on the other hand, the actual basis or general frame-work for the assessment may in fact be more representative and more realistic than in many objective testing techniques.

In certain contexts combinations of formal testing methods and self-assessment techniques are probably the best solution.

A third point that needs emphasizing is that the learner cannot be charged with the task of assessing his own learning without due preparation. Self-assessment in foreign language studies is a difficult art and requires proper training, just as progress in itself requires training in acquiring effective study skills.

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# A P P E N D I X

Scales for self-assessment of foreign language proficiency: English and German versions

Form for

SELF-ASSESSMENT OF LANGUAGE PROFICIENCY

Instruction: Put a cross in the boxes corresponding to your level in each of the four skills (LISTENING, SPEAKING, READING, WRITING). Only one cross for each skill!

| LISTENING | | |
|---|---|---|
| ☐ | I understand the language as well as a well-educated native. | 5 |
| ☐ | | 4.5 |
| ☐ | I understand most of what is said in the language, even when said by native speakers, but have difficulty in understanding extreme dialect and slang. It is also difficult for me to understand speech in unfavourable conditions, for example through bad loudspeakers outdoors. | 4 |
| ☐ | | 3.5 |
| ☐ | I can follow and understand the essential points concerning everyday and general things when spoken normally and clearly, but do not understand native speakers if they speak very quickly or use some slang or dialect. | 3 |
| ☐ | | 2.5 |
| ☐ | I can follow and understand the essential points concerning everyday and general things when spoken slowly and clearly, but in the course of conversation I often have to ask for things to be repeated or made clearer. I only understand occasional words and phrases of statements made in unfavourable conditions, for example through loudspeakers outdoors. | 2 |
| ☐ | | 1.5 |
| ☐ | I understand the meaning of simple requests, statements and questions if they are spoken slowly and clearly and if I have a chance of asking for them to be repeated. I only understand common words and phrases. | 1 |
| ☐ | | 0.5 |
| ☐ | I do not understand the language at all. | 0 |

| SPEAKING | |
|---|---|
| ☐ I speak the language as well as a well-educated native. | 5 |
| ☐ | 4.5 |
| ☐ I speak the language fluently and for the most part correctly. I have a large vocabulary so I seldom have to hesitate or search for words. On the other hand I am not completely fluent in situations in which I have had no practice with the language. | 4 |
| ☐ | 3.5 |
| ☐ I can make myself understood in most everyday situations, but my language is not without mistakes and sometimes I cannot find the words for what I want to say. It is difficult for me to express myself in situations in which I have had no opportunity to practise the language. I can give a short summary of general information that I have received in my native language. | 3 |
| ☐ | 2.5 |
| ☐ I can make myself understood in simple everyday situations, for example asking and giving simple directions, asking and telling the time, asking and talking about simpler aspects of work and interests. My vocabulary is rather limited, so it is only by a great deal of effort that I can use the language in new and unexpected situations. | 2 |
| ☐ | 1.5 |
| ☐ I can just about express very simple things concerning my own situation and my nearest surroundings, for example asking and answering very simple questions about the time, food, housing and directions. I only have a command of very simple words and phrases. | 1 |
| ☐ | 0.5 |
| ☐ I do not speak the language at all. | 0 |

| READING | | |
|---|---|---|
| ☐ | I read and understand the language as well as a well-educated native. | 5 |
| ☐ | | 4.5 |
| ☐ | I understand everything or nearly everything written in the language within non-specialised fields. There may be words I do not understand in difficult texts. | 4 |
| ☐ | | 3.5 |
| ☐ | I understand most of what I read in simple texts dealing with familiar subjects such as leisure interests, current affairs and living conditions. I understand most of a normal private letter dealing with everyday things such as the family and their doings etc. I understand the main contents of a normal newspaper article about a plane crash or the opening of a new underground line, for example, but not all the details. | 3 |
| ☐ | | 2.5 |
| ☐ | I understand the meaning of simple written instructions about the way, time, place and similar things, and also understand the essential things in simple texts dealing with familiar subjects such as common leisure interests, current affairs and living conditions. | 2 |
| ☐ | | 1.5 |
| ☐ | I understand the main points of a simple text and simple written directions for familiar things. | 1 |
| ☐ | | 0.5 |
| ☐ | I cannot read the language at all. | 0 |

| WRITING | |
|---|---|
| ☐ I write the language as well as a well-educated native. | 5 |
| ☐ | 4.5 |
| ☐ I write the language rather easily and for the most part correctly. I only make occasional grammatical mistakes and spelling mistakes. When writing about subjects in which I have had no opportunity to practise the language I need to use a dictionary. | 4 |
| ☐ | 3.5 |
| ☐ I can formulate written messages or give a coherent account of things connected with my own life, my interests, needs and wishes, but I make mistakes in both grammar and spelling. I often cannot find the words for what I want to express. I can write down from dictation a normal prose text about a familiar subject. I may make spelling mistakes and mistakes due to a lack of words. | 3 |
| ☐ | 2.5 |
| ☐ I can formulate simple written messages connected with my own life and my needs, but there are often grammatical and spelling mistakes and a wrong choice of words. I can write down from dictation a simple text about everyday subjects. There are often spelling mistakes and mistakes due to a lack of words. | 2 |
| ☐ | 1.5 |
| ☐ I can formulate very simple messages connected with my own life. I only have a command of very simple words and phrases. | 1 |
| ☐ | 0.5 |
| ☐ I cannot write the language at all. | 0 |

Fragebogen

zur Selbsteinschätzung der Sprachkenntnisse

Anleitung: Kreuzen Sie die Kästchen an entsprechend dem Niveau Ihrer vier sprachlichen Fertigkeiten (Hörverstehen, Sprechen, Lesen, Schreiben). Nur ein Kreuz für jede Fertigkeit!

| HÖRVERSTEHEN | | |
|---|---|---|
| ☐ | Ich verstehe die Sprache ebenso gut wie ein Muttersprachler. | 5 |
| ☐ | | 4,5 |
| ☐ | Ich verstehe das meiste, was in der Fremdsprache gesagt wird, habe aber Schwierigkeiten beim Verstehen von Dialekt und Slang. Auch ist es für mich schwierig, die Sprache unter ungünstigen Bedingungen zu verstehen, z.B. über schlechte Lautsprecher im Freien. | 4 |
| ☐ | | 3,5 |
| ☐ | Ich kann den wesentlichen Punkten einer Unterhaltung zu allgemeinen und Alltagsthemen folgen und sie verstehen, wenn deutlich und in normalem Tempo gesprochen wird, aber ich verstehe die Einheimischen nicht, wenn sie sehr schnell reden oder zum Teil Slang oder Dialekt verwenden. | 3 |
| ☐ | | 2,5 |
| ☐ | Ich kann den wesentlichen Punkten einer Unterhaltung zu allgemeinen und Alltagsthemen folgen und sie verstehen, wenn langsam und deutlich gesprochen wird, aber im Verlauf einer Unterhaltung muss ich oft darum bitten, Dinge zu wiederholen oder zu erklären. Ich verstehe nur gelegentlich einzelne Wörter und Wortgruppen von Ausserungen, die under ungünstigen Bedingungen, z.b. im Freien über Lautsprecher - gemacht werden. | 2 |
| ☐ | | 1,5 |
| ☐ | Ich verstehe den Sinn einfacher Bitten, Aussagen und Fragen, wenn sie langsam und deutlich gesprochen werden und wenn ich die Möglichkeit habe, mir sie wiederholen zu lassen. Ich verstehe nur gängige Wörter und Ausdrücke. | 1 |
| ☐ | | 0,5 |
| ☐ | Ich verstehe die Sprache überhaupt nicht. | 0 |

| SPRECHEN | |
|---|---|
| ☐ Ich spreche die Sprache ebenso gut wie ein Muttersprachler. | 5 |
| ☐ | 4,5 |
| ☐ Ich spreche die Sprache fliessend und meistens korrekt. Ich habe einen grossen Wortschatz, so dass ich selten zögern oder ein Wort suchen muss. Andererseits spreche ich nicht ganz fliessend in Situationen, in denen ich bisher keine Übungsmöglichkeiten behabt habe. | 4 |
| ☐ | 3,5 |
| ☐ Ich kann mich in den meistens Alltagssituationen verständlich machen, aber meine Sprache ist nicht fehlerfrei, und manchmal finde ich nicht die Wörter für das, was ich sagen will. Ich habe Schwierigkeiten, mich in Situationen auszudrücken, in denen ich noch nicht die Gelegenheit hatte, die Sprache anzuwenden. Ich kann eine kurze Zusammenfassung einer allgemeinen Information geben, die ich in meiner Muttersprache erhalten habe. | 3 |
| ☐ | 2,5 |
| ☐ Ich kann mich in einfachen Alltagssituationen verständlich machen, z.B. kann ich Fragen stellen nach dem Weg und nach der Uhrzeit (und entsprechende Fragen beantworten) und kann Auskünfte zu allgemeineren Fragen der beruflichen Tätigkeit und der Hobbies einholen und entsprechend Auskünfte geben. Mein Wortschatz ist ziemlich begrenzt, so dass ich die Sprache in neuen und unerwarteten Situationen nur mit viel Mühe verwenden kann. | 2 |
| ☐ | 1,5 |
| ☐ Ich kann sehr einfache Dinge, die meine eigene Situation und meine nächste Umgebung betreffen, nur mit Mühe ausdrücken, z.B. kann ich nach der Uhrzeit, nach Essen und Mahlzeiten, nach Wohnmöglichkeiten und nach dem Weg fragen bzw. sehr einfache Fragen hierzu beantworten. | 1 |
| ☐ | 0,5 |
| ☐ Ich spreche die Sprache überhaupt nicht. | 0 |

| LESEN | |
|---|---|
| ☐ Ich lese und verstehe die Sprache ebenso gut wie ein Muttersprachler. | 5 |
| ☐ | 4,5 |
| ☐ Ich verstehe alles oder fast alles Geschriebene in der Fremdsprache, soweit nich spezielle Gebiete betroffen sind. In schwierigen Texten kann es Wörter geben, die ich nicht verstehe. | 4 |
| ☐ | 3,5 |
| ☐ Ich verstehe das meiste dessen, was in einfachen Texten steht, die sich mit vertrauten Dingen, z.B. Hobbies, aktuellen Themen und Lebensbedinggungen befassen. Ich verstehe das meiste eines normalen, persönlichen Briefes, der sich mit Alltagsdingen, z.B. der Familie und ihrem Tun beschäftigt. Ich verstehe den Hauptinhalt eines normalen Zeitungsartikels über ein Flugzeugunglück oder die Inbetriebnahme einer neuen U-Bahnlinie, aber nicht alle Einzelheiten. | 3 |
| ☐ | 2,5 |
| ☐ Ich verstehe den Sinn einfacher schriftlicher Anweisungen über Weg, Zeit, Ort und Ähnliches, und ebenso verstehe ich das Wesentliche in einfachen Texten, die sich auf Vertrautes - wie z.B. gängige Hobbies, aktuelles Geschehen und Lebensbedingungen - beziehen. | 2 |
| ☐ | 1,5 |
| ☐ Ich verstehe die Hauptgedanken eines einfachen Textes und einfach geschriebene Anweisungen, die sich auf Vertrautes beziehen. | 1 |
| ☐ | 0,5 |
| ☐ Ich kann die Sprache überhaupt nicht lesen. | 0 |

| SCHREIBEN | |
|---|---|
| ☐ Ich schreibe die Sprache ebenso gut wie ein Muttersprachler. | 5 |
| ☐ | 4,5 |
| ☐ Ich schreibe in der Fremdsprache ziemlich flüssig und meistens korrekt. Ich mache nur gelegentlich Grammatik- und Rechtschreibfehler. Wenn ich über Gebiete oder Dinge schreibe, in denen ich noch nicht die Gelegenheit hatte, die Fremdsprache anzuwenden, benötige ich ein Wörterbuch. | 4 |
| ☐ | 3,5 |
| ☐ Ich kann Informationen schriftlich formulieren oder einen zusammenhängenden Bericht über Dinge geben, die mit meinem eigenen Leben, meinen Interessen, Bedürfnissen und Wünschen zusammenhängen; aber ich mache sowohl Grammatik- wie Rechtschreibfehler. Oft kann ich nicht die Wörter für das finden, was ich ausdrücken möchte. Ich kann nach Diktat einen normalen Prosatext über ein vertrautes Thema schreiben. Es kommt vor, dass ich Rechtschreibfehler mache und Fehler, die von lückenhaften Wortschatzkenntnissen herrühren. | 3 |
| ☐ | 2,5 |
| ☐ Ich kann Informationen schriftlich formulieren, die mit meinem eigenen Leben und meinen Bedürfnissen zusammenhängen, aber darin finden sich viele Grammatik- und Rechtschreibfehler, sowie falsche Wortwahl. Nach Diktat kann ich einen einfachen Text über Alltagsdinge schreiben. Darin finden sich häufig Rechtschreibfehler und Fehler, die von lückenhaften Wortschatzkenntnissen herrühren. | 2 |
| ☐ | 1,5 |
| ☐ Ich kann sehr einfache Mitteilungen formulieren, die mit meinem eigenen Leben zusammenhängen. Ich beherrsche lediglich einfache Wörter und Ausdrücke. | 1 |
| ☐ | 0,5 |
| ☐ Ich kann die Sprache überhaupt nicht schreiben. | 0 |

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